**Class Notes**

**Child and Adolescent Development**

**Differentiate between the term ‘growth’ and ‘development’.**

Growth and development is one of the important studies for the teachers and parents. Growth is different from development. But both are correlated and one is dependent on other. We can say that growth is a part of development, which is limited in physical changes.

Growth is physical changes whereas development is overall development of the organism. The main differences are:

(1) Growth is change of physical aspects of the organism. Development is overall changes and progressive changes of the organism.

(2) Growth is cellular but development is organizational.

(3) Growth is the change in shape, form, structure, size of the body. Development is structural change and functional progress of the body.

(4) Growth stops at maturation but development continues till death of the organism.

(5) Development also includes growth. Growth is a part of development.

(6) Growth and development go side by side.

(7) Growth and development is the joint product of heredity and environment.

(8) Growth is quantitative and development is qualitative in nature.

(9) Growth can be measured accurately but development is subjective interpretation of one’s change.

Both growth and development are interrelated aspects of psychology. There are some basic differences as per their structure but it is difficult to separate them. They have some basic similarities also. In study of educational psychology study of their differences and similarities have equal importance for a teacher.

 A large difference between physical growth and development, however, is that physical growth from bone largely stops at some point. Adults will likely lose and gain weight through fat and muscle growth and loss but will not grow taller after growth plates close. Development continues throughout life, from childhood, adolescence and adulthood, until death.

Just as human growth takes place continually at different rates for children and adolescents, developmental stages follow similar patterns. For instance, children will grow throughout childhood, but one child may grow at a slower rate than another.

Growth is usually used in reference to size or physical development. Development overall is a more general and envelop term than growth. Development includes growth, but also includes other aspects of improvement or development.

For example: A human child is growing when his body grows. However, this necessarily does not mean that he is maturing mentally. His stages of mental development would be from child to adolescent to teenager to young adult to adult.

The main difference between them is that growth is usually quantitative, whereas development is usually qualitative

Growth can be perceived and can be measured accurately, whereas development cannot necessarily be perceived on average and cannot be measured accurately. Development is a subjective interpretation of one’s change.

**Exploring different areas of Development**

Moral development—Lawrence Kohlberg

**Levels and Stages of Moral Development**

**Level 1: Preconventional Morality**

The first level of morality, Preconventional morality, can be further divided into two stages: obedience and punishment, and individualism and exchange.

**Stage 1: Punishment- Obedience Orientation**

Related to Skinner’s Operational Conditioning, this stage includes the use of punishment so that the person refrains from doing the action and continues to obey the rules. For example, we follow the law because we do not want to go to jail.

**Stage 2: Instrumental Relativist Orientation**

In this stage, the person is said to judge the morality of an action based on how it satisfies the individual needs of the doer. For instance, a person steals money from another person because he needs that money to buy food for his hungry children. In Kohlberg’s theory, the children tend to say that this action is morally right because of the serious need of the doer.

**Level 2: Conventional Morality**

The second level of morality involves the stages 3 and 4 of moral development. Conventional morality includes the society and societal roles in judging the morality of an action.

**Stage 3: Good Boy-Nice Girl Orientation**

In this stage, a person judges an action based on the societal roles and social expectations before him. This is also known as the “interpersonal relationships” phase. For example, a child gives away her lunch to a street peasant because she thinks doing so means being nice.

**Stage 4: Law and Order Orientation**

This stage includes respecting the authorities and following the rules, as well as doing a person’s duty. The society is the main consideration of a person at this stage. For instance, a policeman refuses the money offered to him under the table and arrests the offender because he believes this is his duty as an officer of peace and order.

**Level 3: Post conventional Morality**

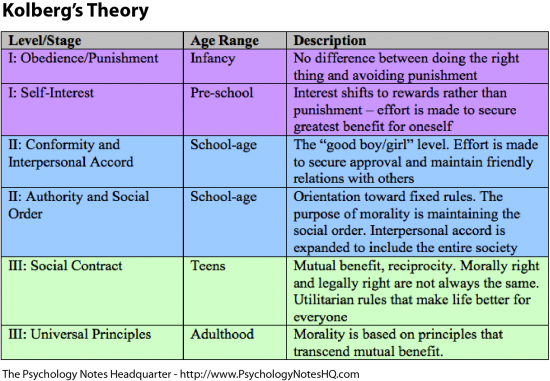
The post-conventional morality includes stage 5 and stage 6. This is mainly concerned with the universal principles that relation to the action done.

**Stage 5 : Social Contract Orientation**

In this stage, the person is look at various opinions and values of different people before coming up with the decision on the morality of the action.

**Stage 6 : Universal Ethical Principles Orientation**

The final stage of moral reasoning, this orientation is when a person considers universally accepted ethical principles. The judgment may become innate and may even violate the laws and rules as the person becomes attached to his own principles of justice.



**Psychosocial Development**

According to Rathus (2014) Erik Erikson is credited for the expansion and modification of Freud’s theory to include a focus on the how self-identity is developed and also prioritizes social relationships rather than psychosexual development. Erik Erikson is also cited as the one responsible for the extension of Freud’s five developmental stages (Rathus, 2014). It is interesting to note that his stages of developments are characterized by the life crises that the individual will face at this stage. According to Fleming (2004) the stages of psychosocial development are:

**Stage 1- Basic Trust versus Basic Mistrust**

The main feature of this stage is that of ***hope*** characterized by the fact that they expect difficulties but expect an eventual positive outcome which will help them later in life, the opposite of which is lack of hope and ***withdrawal***. The interaction between mother and child in crucial and these interactions teach trust and mistrust.

**Stage 2- Autonomy versus Shame and Doubt**

Autonomy refers to the toddler’s struggles to ***control*** their bodily functions and improve their motor skills in order to gain a sense of independence. ***Shame*** and ***doubt*** are natural characteristics of this stage of development; nevertheless, adults can increase shame by not exercising either intentionally or unintentionally.

**Stage 3- Initiative versus Guilt**

This stage is characterized by an expansion of the child’s abilities and thus leads to the positive outcome of ***purpose.*** The child learns through exploring the physical and imaginary world; nevertheless, parents have to experience caution as guilt results when the child is expected to always be perfect, this can lead to the negative outcome of ***inhibition***.

**Stage 4- Industry versus Inferiority**

In this stage the child develop his sense of ***competency*** and learns to function more effectively socially. The child also learns the advantages of work completion. This stage is a relatively calm stage but a child that is ill prepared and does not have the tools to benefit from life’s lessons may despair. The opposite of competency then is referred to as ***inertia*** or ***passiveness***.

**Stage 5- Identity versus Role Confusion**

The period of adolescence is one that is characterized by many changes as the body and the sexual organs mature, as well as the emergence of new scholastic expectations. This time can be quite stressful as the adolescent struggles to complete the basic task of this stage by separating separate oneself from one’s parents and to take on an individual identity. The task of assuming an identity proves difficult for most teenagers. The basic task is ***fidelity*** to one’s identity and the opposite is ***repudiation*** which can be evidenced in defiance

**Stage 6- Intimacy versus Isolation**

“Erikson viewed ***intimacy*** or closeness and mutual sharing with another as the basic strength of this stage, ***isolation*** as its core pathology” (Fleming, 2004, p.13). Individuals struggle to grow and mature together when they have not first matured separately; in order to enjoy good sexual relations each partner has to be willing to share and care and must be unselfish

**Stage 7- Generativity versus Stagnation**

***Generativity*** is used to refer to exercising creativity and productivity through work. The individual ought to demonstrate interest in the future and the next generation. This kind of fulfillment can be achieved by the ability to care for and about others; therefore, if one does not achieve this kind of fulfillment it results in ***stagnation*** as the person either looses their sense of self or become too self-absorbed.

**Stage 8- Integrity versus Despair**

By this age a person reflects on their life in an aim to measure the quality of life they have had thus far. “The individual who would has managed life reasonably well and come to grips with one’s shortcomings, practiced meaningful self-forgiveness where called for, and taken into account both positive and negative factors from one’s past, then a positive sense of ***integrity*** ensues (Fleming, 2004, p.17). Nevertheless, ***despair*** and ***disdain*** can result at this stage from a lack of further hope that stems from unfulfilled potential.

**Personality Development – Sigmund Freud**

* Freud's psychoanalytic theory suggests that personality develops through a series of stages, each characterized by a certain internal psychological conflict.
* The psychosexual energy, or libido, was described as the driving force behind behaviour.
* His theory of personality argues that human behaviour is the result of the interactions among three components of the mind: the ID, EGO, and SUPEREGO.
* This "structural theory" of personality places great importance on how conflicts among the parts of the mind shape behaviour and personality.
* He continued that these conflicts are mostly unconscious.
* Freud posited that personality develops during childhood and is critically shaped through a series of five psychosexual stages, which he called his psychosexual theory of development.
* The suggestion was that personality is mostly established by the age of five. Early experiences play a large role in personality development and continue to influence behaviour later in life.
* Freud believed that throughout each stage, a child is presented with a conflict between biological drives and social expectations.
* He continued that, successful navigation of these internal conflicts will lead to mastery of each developmental stage, and ultimately to a fully mature personality.
* If certain issues are not resolved at the appropriate stage, fixations can occur. A **fixation** is a persistent focus of the id’s pleasure-seeking energies at an earlier stage of psychosexual development.
* Freud's ideas have since been met with criticism, in part because of his singular focus on sexuality as the main driver of human personality development

(Boundless Psychology, 2016)

**The Stages**

### Stage 1: Oral Stage Erogenous Zone: Mouth (Birth to 1 Year)

Infant's primary source of interaction occurs through the mouth.

Rooting and sucking reflex is especially important.

The mouth is vital for eating and the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking.

Because the infant is entirely dependent upon caretakers (who are responsible for feeding the child), the infant also develops a sense of trust and comfort through this oral stimulation.

**Conflict:** Theweaning process--the child must become less dependent upon caretakers. If fixation occurs at this stage, Freud believed the individual would have issues with dependency or aggression. Oral fixation can result in problems with drinking, eating, smoking, or nail biting.

**Stage 2: The Anal Stage: Erogenous Zone: Bowel and Bladder Control (1 to 3 years)**

The primary focus of the libido is on controlling bladder and bowel movements.

Conflict: Toilet training--the child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.

Inappropriate parental responses can result in negative outcomes.

If parents take an approach that is too lenient, Freud suggested that an anal-expulsive personality could develop in which the individual has a messy, wasteful, or destructive personality. If parents are too strict or begin toilet training too early, Freud believed that an anal-retentive personality develops in which the individual is stringent, orderly, rigid, and obsessive.

**Stage 3: The Phallic Stage: Erogenous Zone: Genitals (3-6 years)**

During the phallic stage, the primary focus of the libido is on the genitals. At this age, children also begin to discover the differences between males and females.

Freud also believed that boys begin to view their fathers as a rival for the mother’s affections. The Oedipus complex describes these feelings of wanting to possess the mother and the desire to replace the father.

However, the child also fears that he will be punished by the father for these feelings, a fear Freud termed **castration anxiety**.

The term Electra complex has been used to describe a similar set of feelings experienced by young girls. Freud, however, believed that girls instead experience **penis envy**.

According to Freud, eventually the child begins to identify with the same-sex parent as a means of vicariously possessing the other parent. For girls, however, Freud believed that penis envy was never fully resolved and that all women remain somewhat fixated on this stage. Psychologists such as Karen Horney disputed this theory, calling it both inaccurate and demeaning to women. Instead, Horney proposed that men experience feelings of inferiority because they cannot give birth to children, a concept she referred to as **womb envy**.

### Stage 4: The latent Stage: Erogenous Zone: Sexual Feelings Are Inactive (6 to Puberty)

The libido interests are suppressed. The development of the ego and superego contribute to this period of calm. The stage begins around the time that children enter into school and become more concerned with peer relationships, hobbies, and other interests.

The latent period is a time of exploration in which the sexual energy is still present, but it is directed into other areas such as intellectual pursuits and social interactions.

This stage is important in the development of social and communication skills and self-confidence.

**Stage 5: The Genital stage: Erogenous Zone: Maturing Sexual Interests (Puberty to Death)**

During the final stage of psychosexual development, the individual develops a strong sexual interest in the opposite sex. This stage begins during puberty but last throughout the rest of a person's life.

Where in earlier stages the focus was solely on individual needs, interest in the welfare of others grows during this stage. If the other stages have been completed successfully, the individual should now be well-balanced, warm, and caring.

(Cherry, 2016)

Websites used:

Source: Boundless. “Freudian Psychoanalytic Theory of Personality.” *Boundless Psychology*. Boundless, 08 Jan. 2016. Retrieved 19 Jan. 2016 from https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/personality-16/psychodynamic-perspectives-on-personality-77/freudian-psychoanalytic-theory-of-personality-304-12839/  
  
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